



LITTLE MOUNTAIN ELEMENTARY

692 Mill Street
Little Mountain, South

Grades	K-5 Elementary School	
Enrollment	268 Students	
Principal	Rudie Tarver	803-945-7721
Superintendent	Mr. Bennie Bennett	803-321-2600
Board Chair	Mr. Don Saylor	803-276-9765

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Good	Average
2007	Good	Below Average
2006	Good	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

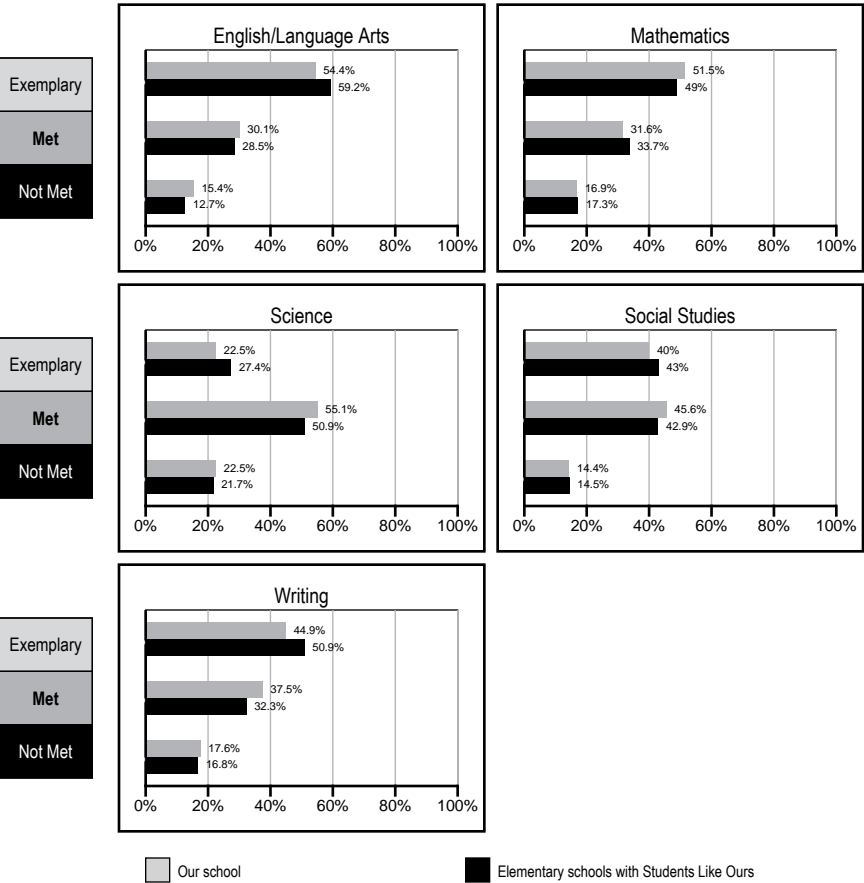
97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	4	2	1	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=268)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.0%	Up from 0.8%	0.7%	1.2%
Attendance rate	96.4%	Down from 96.8%	96.4%	96.1%
Eligible for gifted and talented	20.8%	Down from 22.5%	20.8%	11.7%
With disabilities other than speech	5.5%	Up from 5.3%	5.9%	8.0%
Older than usual for grade	0.5%	Up from 0.0%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=16)				
Teachers with advanced degrees	87.5%	Down from 94.1%	62.5%	60.5%
Continuing contract teachers	93.8%	Down from 94.1%	88.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.1%	Up from 81.8%	88.6%	87.0%
Teacher attendance rate	95.5%	Down from 95.6%	95.6%	95.4%
Average teacher salary*	\$45,163	Down 5.1%	\$49,391	\$47,288
Professional development days/teacher	10.6 days	Down from 19.8 days	9.0 days	10.5 days
School				
Principal's years at school	22.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 18.6 to 1	20.6 to 1	19.2 to 1
Prime instructional time	90.7%	Up from 90.0%	92.1%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Up from 98.8%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$8,009	Down 0.5%	\$7,205	\$7,548
Percent of expenditures for instruction**	63.1%	Down from 65.6%	70.7%	68.7%
Percent of expenditures for teacher salaries**	61.1%	Down from 63.7%	65.8%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Little Mountain Elementary School is in the southeastern section of Newberry County and serves 271 students in grades K through 5. All grade levels provide students with balanced literacy instruction which includes reading, researching, and writing across the curriculum. Hands-on experiences from FOSS, AIMS, and GEMS enrich math and science programs. A wide variety of texts and computer programs enhance learning in all areas of the school's curriculum. Regular use of rubrics and a publishing center have helped improve students' writing. The school's leadership/data analysis team regularly analyzes tests data in order to monitor students' progress and to assist teachers in designing classroom experiences that meet students' needs.

The majority of teachers have advanced degrees while others are working toward this goal. Three teachers have National Board Certification. Our teachers participate in many professional development opportunities in a variety of areas. Among them is a yearlong book study club in which they will continue to participate over the course of the next school year. These professional reading study groups provide opportunities for teachers to generate conversations related to applying best practices across the grade levels.

Our faculty works diligently to enable our students to enjoy and appreciate the arts through field trips, assemblies, and community involvement. Students participate in many school-to-work activities. Parents and community members further educate students by sharing experiences about their jobs during our career fair. Little Mountain Elementary School, the PTO, and the community work hard to keep our students continuously learning in a safe and caring environment.

Some accomplishments are as follows:

LME students scored 82.2% met / exemplary on PASS ELA, 85.6 % on Math, 80.6% on Science, 88.7% on Social Studies, and 81.3% on Writing.
LME is accredited by Southern Associations of Colleges and Schools and a Palmetto Gold Recipient.
LME students raised over \$8,368.00 for the Relay for Life, Pennies for Patients, and St. Jude's Math-A-Thon.
LME students collected 1,450 non-perishable for the Manna House Season of Sharing.
Mad Science after school program.
Fourteen fourth and fifth-grade students qualified for Duke TIP program.
LME teachers received funded grants for classroom supplies and equipment.
LME utilizes a comprehensive developmental guidance and counseling program that promotes and enhances the total learning process.

Teaching Today's Students to become Tomorrow's Leaders.

Rudie Tarver, Principal
Ron Abrams, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	39	27
Percent satisfied with learning environment	92.9%	92.1%	92.3%
Percent satisfied with social and physical environment	100.0%	97.4%	92.6%
Percent satisfied with school-home relations	100.0%	97.3%	100.0%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 11 out of 11 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	144	100	15.4	30.1	54.4	91.9	78.9	83.5	Yes	Yes
Gender										
Male	82	100	20.8	33.8	45.5	89.6	75.6	80.1	N/A	N/A
Female	62	100	8.5	25.4	66.1	94.9	82.3	87	N/A	N/A
Racial/Ethnic Group										
White	117	100	9.9	28.8	61.3	94.6	88.4	89.6	Yes	Yes
African American	25	100	43.5	34.8	21.7	78.3	67	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	77.7	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	16	100	60	13.3	26.7	60	46.7	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	75	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	41	100	30.6	30.6	38.9	86.1	72	76.9	I/S	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	144	100	16.9	31.6	51.5	94.1	76.4	80.4	Yes	Yes
Gender										
Male	82	100	15.6	37.7	46.8	94.8	73.4	78.4	N/A	N/A
Female	62	100	18.6	23.7	57.6	93.2	79.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	117	100	9	30.6	60.4	95.5	86	87.8	Yes	Yes
African American	25	100	56.5	30.4	13	87	64	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	76.7	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	16	100	53.3	26.7	20	60	42.5	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	75.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	41	100	44.4	25	30.6	83.3	68.7	72.8	I/S	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	95	100	22.5	55.1	22.5	77.5	60	67.3
Gender								
Male	57	100	24.1	57.4	18.5	75.9	60.2	66.9
Female	38	100	20	51.4	28.6	80	59.7	67.7
Racial/Ethnic Group								
White	81	100	15.8	57.9	26.3	84.2	74.7	79.6
African American	13	100	N/A	N/A	N/A	33.3	42.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	54.7	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	31	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	52.5	58.6
Socio-Economic Status								
Subsidized meals	23	100	45	30	25	55	48.3	55.4

Social Studies

All Students	95	100	14.4	45.6	40	85.6	66.5	70.9
Gender								
Male	52	100	18.4	44.9	36.7	81.6	64.6	70.1
Female	43	100	9.8	46.3	43.9	90.2	68.5	71.7
Racial/Ethnic Group								
White	76	100	8.2	43.8	47.9	91.8	78.8	79.2
African American	17	100	46.7	46.7	6.7	53.3	49.9	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	70.7	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	11	100	72.7	18.2	9.1	27.3	34.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	68.9	68
Socio-Economic Status								
Subsidized meals	25	100	26.1	56.5	17.4	73.9	56.9	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	143	100	17.6	37.5	44.9	82.4	64.5	72.1	96.4	95.7
Gender										
Male	81	100	22.1	42.9	35.1	77.9	55.6	65.2	96.6	95.6
Female	62	100	11.9	30.5	57.6	88.1	73.6	79.2	96.2	95.9
Racial/Ethnic Group										
White	117	100	12.6	36.9	50.5	87.4	76.6	80.8	96.6	95.8
African American	24	100	43.5	34.8	21.7	56.5	49.7	59.7	95.5	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	96.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	60.3	64.6	93.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.4	99.7	98.8
Disability Status										
Disabled	16	100	80	13.3	6.7	20	22.3	27.7	96.5	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	97.2
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	57.7	63.7	96.8	96.2
Socio-Economic Status										
Subsidized meals	40	100	36.1	33.3	30.6	63.9	54	61.9	95.4	95.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	45	100	24.4	15.6	60	75.6
	4	38	100	21.6	37.8	40.5	78.4
	5	36	100	5.6	44.4	50	94.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	56	100	7.7	26.9	65.4	92.3
	4	46	100	16.3	23.3	60.5	83.7
	5	42	100	24.4	41.5	34.1	75.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	45	100	26.7	31.1	42.2	73.3
	4	38	100	10.8	54.1	35.1	89.2
	5	36	100	2.8	41.7	55.6	97.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	56	100	25	30.8	44.2	75
	4	46	100	7	34.9	58.1	93
	5	42	100	17.1	29.3	53.7	82.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	22	100	27.3	40.9	31.8	72.7
	4	38	100	21.6	54.1	24.3	78.4
	5	18	100	5.6	50	44.4	94.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	28	100	30.8	38.5	30.8	69.2
	4	46	100	16.3	67.4	16.3	83.7
	5	21	100	25	50	25	75
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	23	100	26.1	52.2	21.7	73.9
	4	38	100	5.4	45.9	48.6	94.6
	5	18	100	5.6	38.9	55.6	94.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	28	100	23.1	38.5	38.5	76.9
	4	46	100	7	48.8	44.2	93
	5	21	100	19	47.6	33.3	81
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	45	100	17.8	28.9	53.3	82.2
	4	39	100	24.3	35.1	40.5	75.7
	5	36	100	13.9	22.2	63.9	86.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	55	100	21.2	36.5	42.3	78.8
	4	46	100	14	41.9	44.2	86
	5	42	100	17.1	34.1	48.8	82.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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